

School and Community

Vol. XVI

SEPTEMBER, 1930.

No. 7



Entrance to M. S. T. A. Headquarters Building Columbia, Mo.

SCHOOL AND COMMUNITY

Official Organ of the Missouri State Teachers' Association

THOS. J. WALKER, Editor

E. M. CARTER, Bus. Mgr.

Vol. XVI

SEPTEMBER, 1930.

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Published monthly, except July and August, at Columbia, Mo., by the Missouri State Teachers' Association as per Article VI, section 6 of the Constitution of the M. S. T. A., under the direction of the Executive Committee.

Entered as Second-Class matter, October 29, 1915, at the Postoffice at Columbia, Missouri, under Act of March 3, 1879. Acceptance for mailing at special rate provided for in Section 1103, Act of Oct. 3, 1917, authorized May 17, 1921.

Annual membership dues \$2.00, 60 cents of which is to cover cost of School and Community. Subscription to non-members, \$2.00 a year.

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5. Written Theme
6. Compound Elements
7. Appositives—(Recognition and Punctuation)
8. Appositives
9. Recitation, Word Study and Sentence Recognition
10. Test

Block II

11. Punctuation
12. Basal Parts
13. Objective Complement
14. Word Study
15. Written Themes on Précis Writing
16. Parts of Speech
17. Indirect Object
18. Prepositional Phrases
19. Recitation, Diction and Spelling
20. Test

Block III

21. Adverbial Noun
22. Compound Sentence
23. Compound Sentence
24. Punctuation of Compound Sentence
25. Written Themes on Précis Writing
26. Classification of Sentences
27. Diction and Spelling
28. Diction and Spelling
29. Oral Themes
30. Test

Block IV

31. Complex Sentence—(Adjective Clause)
32. Complex Sentence—(Adverbial Clause)
33. Punctuation—(Adjective and Adverbial Clauses)
34. Complex Sentence—(Noun Clause)
35. Written Theme on Précis Writing
36. Diction and Sentence Recognition
37. Review of Complex Sentence
38. Classification of Sentences and Clauses
39. Recitation—Review of Complex Sentences
40. Test

THE VERB

- 41.(A) Recitation—Principal Parts of Verbs
- 41.(B) Correct Usage of Verbs
42. Properties of Verbs

43. Properties of Verbs (continued)
44. Recitation—Conjugation
45. Written Themes on Précis Writing
46. Agreement of Verbs
47. Agreement of Verbs
48. Troublesome Verbs
49. Recitation—Général Review
50. Test

Block VI

51. Diction
52. Recognition of Participles
53. Participles—Correct Usage
54. Recognition of Gerunds
55. Written Theme on Précis Writing
56. Gerunds—Correct Usage
57. Infinitives
58. Infinitives—Correct Usage
59. Recitation—Review of Verbs
60. Test

THE NOUN AND THE PRONOUN

Block VII

61. Punctuation—(Quotation Marks)
62. Punctuation—(General Review)
63. Punctuation—(Restrictive and nonrestrictive clauses)
64. Punctuation—Review
65. Written Theme on Précis Writing
66. Nouns—Classification
67. Properties of Nouns
68. Properties of Nouns
69. Recitation—Nouns and Review of Verbals
70. Test

Block VIII

71. Introduction to Pronouns
72. Personal Pronoun—Correct Usage
73. Relative Pronoun—Correct Usage
74. Punctuation—Relative Clauses
75. Written Theme on Précis Writing
76. Relative Pronoun—Correct Usage
77. Oral Themes (10 minute themes)
78. Recitation—Diction and Spelling
79. Test

Block IX

80. Adjective—Correct Usage
81. Adverb—Correct Usage
82. Punctuation
83. Preposition and Conjunction
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86. Final Test

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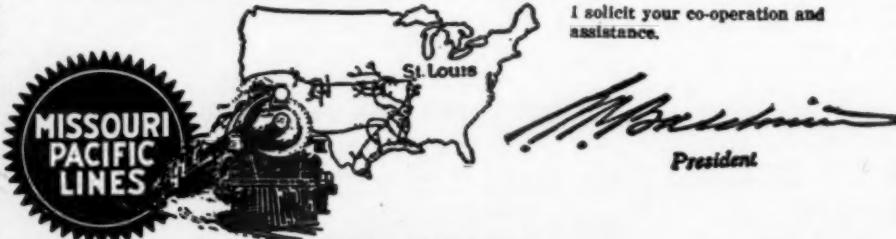
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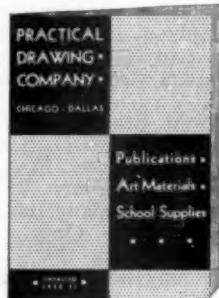
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The School and Community

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EDITORIALS

A MEMORANDUM OF PROGRESS is the title of a recent bulletin issued by the National Advisory Committee on Education. This Committee composed of some fifty men

FEDERAL RELATIONS and women engaged or interested in education

has been at work for several months trying to chart a course by which Congress might be guided in the matter of educational legislation.

The bulletin deals with the procedure, the principles and the issues by and with which they have worked. Of special interest at this time are the tentative proposals drafted by the Steering Committee of the body which in their opinion is consistent with the purposes of the Committee and in agreement with the principles upon which they seem to have agreed. These seven definite proposals for definite government action are:

1. Increase the federal appropriations for educational research and information service by the Office of Education, by the Federal Board for Vocational Education, and by the Extension Service and the Office of Experiment Stations in the Department of Agriculture; and provide ample means to these offices for supplying to all concerned the results of research and statistical studies through publications and conferences.

2. Create an adequate Federal Headquarters of educational research and information, so organized as to serve both as a cooperating center for all

federal agencies with respect to the educational aspects of their work, and as a reliable source of comprehensive, correlated, and accurate data on education for all concerned.

3. Provide one unallotted annual grant to the states of \$2.50 per child under 21 years of age, with the sole restriction that these federal funds be used for support of educational operations, making each state responsible for budgeting the grant within the state school budget in such manner as, in the judgment of the state itself, will best develop all the talents of all the people.

4. Repeal all laws that give annual federal grants in any form to the states for special phases of education of interest to particular groups of the people, or that authorize federal officers to supervise state educational or research activities, approve state plans, or withhold funds in order to compel state compliance with federal requirements.

5. Provide that for the next five years each state must allot to each specific purpose for which it now receives federal funds as much of the new federal grant as is now received from the Federal Government for that purpose; and that after five years the state may allocate all federal monies received for support of educational operations as it decides will best promote its own educational program.

6. Require that each state submit each year to the appropriate federal office a financial audit and that it publish a report describing specifically how the federal monies have been used; and

that the Federal Government publish all forty-eight reports in one volume for comparative study by all interested.

7. Readjust the amount of the flat per capita federal grant to the states for support of education at the end of each ten-year period as the new census figures, the past experience, and the then existing situation may indicate to be appropriate.

The important feature of these proposals is found in paragraph three and is in keeping with the idea expressed in our state program, that property be assessed where it is and the money applied to the education of the children where they may be. Wealth has no regard for state lines, is not afflicted by state pride. It favors the cross roads of commerce and concentrates where accretions will be the greatest. The commercial and industrial developments of the United States, and the growth of monopolies in almost all lines of manufacturing and trade have drained broad areas of their wealth and piled it up in New York, Chicago, Detroit and other centers. The result is that certain states and cities benefit beyond their deserts while broad areas are made to suffer through no fault of theirs.

Moreover, the United States, is probably paying less attention as a nation to the support of education than any other of the important nations. It certainly is not unreasonable for it to contribute \$2.50 per child annually to the support of schools, unless the much vaunted necessity of education in a democracy be simply an empty and idle phrase.

The provision for the state's spending the money as it sees fit would seem an adequate safeguard for those who fear that the federal government might

get control of the "internals" of education and thereby exercise too much control over its method and content.

However, as was to be expected, the recommendations are not unanimously supported by the committee. Objections having been offered and printed by P. W. Chapman, R. L. Cooley, W. A. O'Leary, Edward C. Elliot, and George Johnson. The first three named are prominently identified with vocational education, the fourth is president of Purdue University and the last Secretary of the Catholic Education Association.

THIS REPORT of the Survey Commission is to be "analyzed" by its enemies. The Associated Industries is the organization furnishing the steam and pulling the lever. A

SURVEY REPORT BEING "ANALYZED" St. Louis committee on the Survey Commission's Report is to be

the string and Dr. Isidor Loeb's voice the whistle to sound the notes of danger to the state which they have found lurking in the findings and recommendations of the Commission. Of course this is being done as "a real service to the state and its people"—the Associated Industries says that emphatically and Dr. Loeb echoes the statement with the added hope "that all will appreciate the fact"—a hope which will probably not be realized.

WHAT THE character of this analysis will be is already known by those who know the character of the Associated Industries as that

CHARACTER OF ANALYSIS character has been revealed by its past actions. That Dr.

Loeb's connection with this organization will give to it more public confidence than the Doctor's reputation

will receive from his connection with it is certain. Whether the respected voice of the latter will be sufficient to divert public attention from the suspected hand of the former remains to be seen.

From the statements of the announcements of the retention of Dr. Loeb by the A. I.'s. and the first blast from the Doctor's clarion voice it is evident that the plan is to be a continuation of the attack made by the Associated Industries even before the report was made public, namely, to "damn by faint praise," false implications, and delayed action.

The pronouncements of the A. I.'s. have been replete with praise for the unselfish work of the Commission and have even gone so far as to approve a part of it. These weasel words however have always been followed with a decisive "but" which has been intended to discredit the entire program of the Commission.

False implications have been the main dependence of the butting battalions of "better government." Knowing how sore the backs of the people are from the increasing tax burdens the Associated Industries have never missed an opportunity to play up "Increased Costs." It loves to thunder \$192,689,400 as increased taxes, when it is well known that nearly all of this amount is not at all an increase in costs but merely a shift of cost from the shoulders of tangible to intangible wealth. For example, it is well known that what has been called an increased expenditure for public schools of \$102,700,000 for a ten year period, or \$10,270,000 per year, does not in any sense mean that schools will cost the public that much more.

The Associated Industries knows full well that the Survey Commis-

sion's report does not recommend that anymore be spent in the initial stages of its program than is now being spent, and that even in the final stages, at the close of the ten year program, only a slight increase if any, is proposed. It knows thoroughly that the Commission recommends that this \$10,270,000 be shifted from local taxes levied against property to state taxes levied against incomes. Aye, their keen knowledge of this fact accounts for the keenness of their wail against the program. For in sooth, they enjoy being free from the burdens of taxes.

So anxious is the Associated Industries to continue the enjoyment of this freedom that it is willing to employ out of its own funds, as they say they have done, a New York organization to make for them another survey which they boldly assert "will be without prejudice" and as in the case of Dr. Loeb's statements, they promise that it "will be without any attempt being made to influence its findings." In making such statements of their innocence the A. I.'s. seem to take it for granted that the public has neither insight nor a sense of humor.

THIS ADDITIONAL, and "better," "private" survey is to be thrust upon the public in December immediately before the legislature convenes. If from April **HOW & WHY** to the last of November was too short a time for the Survey Commission to make its investigations as Dr. Loeb and the A. I.'s. have repeatedly alleged, why is a shorter time sufficient for the privately employed organization to make a better and more reliable one?

The state spent \$60,000 of the taxpayers money to get a report **for the taxpayers**, under a law which enlisted

the work and cooperation of hundreds of state and county officials who worked without pay. How much will it cost the A. I.'s to get better information without the gratuitous assistance of these people? If over a year has been insufficient time for the public to comprehend the Commission's report, how do they expect the

public to comprehend the A. I.'s report in one month?

Clearly the hope of the A. I.'s is to befuddle the issue, spread a cloud of doubt before the eyes of the public, thus prevent action by the legislature, and so continue the present regime of educational injustice, state parsimony and tax tyranny.

FINANCING EDUCATION IN MISSOURI

THE PRESENT PLAN of financing education in Missouri is completely out of harmony with the two essentials of modern education. Namely, that it should be fair to the children and fair to the taxpayers.

This anachronism has come about because education has become a much more complex product and a much more generally desired one than it was when the present plan was established, and also because of the flow of wealth and people to urban centers due to our recent commercial and industrial development.

When our present plan of financing education by little community districts was established, the school was a comparatively simple and inexpensive affair. A log schoolhouse, made by men who could handle no tool but an axe, and constructed of logs cut from the surrounding woods; it consisted of four walls, a floor of split logs, flat side up, and roofed with a clap board roof. This sort of house constituted the then necessary physical equipment. Few books were demanded, a "blue-back" speller, an arithmetic and a reader. Libraries as school necessities were unthought of, and teaching apparatus was beyond the pale of the imagination. The teacher might be any person who by hook or crook had managed to learn to read a little, write legibly and to cipher through the rule of three. Then the school needed to be in session only a few months during the winter time when children were not especially needed for work at home. Only a few years of schooling were necessary in order to give the child the ability to read, write and cipher sufficiently to meet the demands of citizenship. For such a school, a simple organization

with little money for maintenance and little skill for its operation, was adequate.

We are astonished at the simplicity of this school when we compare it with the modern school designed to produce a man equipped for modern life in present day civilization. Looking at such a school we see a magnificent building or group of buildings of brick and stone, steel, concrete and tile, costing hundreds of thousands or even a million dollars. It was designed by a highly trained school architect. It was built by men trained for their trades. Masons, carpenters, plumbers, electricians and decorators were necessary in its construction. Its materials came from all parts of the country and from highly specialized mills and factories,—from steel mills, stone quarries, brick kilns, cement mills, planing mills, vast foundries for the construction of heating apparatus, colossal laboratories for the manufacture of electrical equipment and each mill or factory represents millions of dollars of investment and the employment of highly trained specialists in many fields of science and business. Going inside we find a spacious auditorium like a modern theatre, a gymnasium with hot and cold baths; we find laboratories for chemistry, physics and biology each equipped with a high order of expensive apparatus. We see rooms equipped for the teaching of home economics, domestic science, agriculture and the trades. We find a library composed of thousands of books adapted to the needs of the students in the various departments of the institution. There are music rooms, musical instruments and music teachers; there are commercial rooms in which thousands of dollars worth of typewriters click

while they are used for training clerks for modern business institutions. We find nurses and school physicians, and well equipped playgrounds. There are at work here scores of teachers who have been trained in high schools, teachers colleges and universities to teach special subjects. All of these things are considered necessary in order to produce the kind of citizen which we think is needed in a modern democracy. To produce this modern school plant, the resources of science and art have been requisitioned.

Obviously the little district with its limited resources of money cannot maintain such a plant.

The simple machine constructed by our forefathers for the teaching of readin' 'ritin' and 'rithmetic can do what it was built to do, but it cannot do what modern civilization demands of a school.

When the ox-cart was the type of transportation machine that the people needed and wanted, it was manufactured by unskilled workmen with a few simple tools in the farm shop. When the four-wheel wagon supplanted it, it was found necessary to transfer the making of this more complicated machine from the farm shop to the wagon factory in town, and when the automobile took the place of the wagon in the needs of the people, it was necessary to concentrate wealth and people enough in Detroit to build, equip and man an automobile factory. Modern machinery for transportation could not possibly be made in the shop or the factory that was adequate for the ox-cart.

Modern education is just as complex when compared with the education demanded at the time our present simple financial system for education was adopted, as is the ox-cart when compared with the automobile. Our willingness to junk the machinery used for the manufacture of ox-carts and four-wheel wagons made it possible to build the machinery necessary for producing automobiles. Our unwillingness to junk the machinery created a hundred years ago for teaching the children a little readin', 'ritin' and 'rithmetic make it impossible for us to build, equip and man the educational plants necessary for producing modern education. So far as rural and village schools are concerned, we are now attempting with educational machinery of

the ox-cart type to produce an education fitted to an automobile age.

Again, before our present plan of financing education was adopted, education was an individual matter. Each parent was responsible for the education of his children. If he wanted them educated and had the money, he could educate them. If he didn't want to educate them, that was his business. If he didn't have the money it made little difference whether he wanted his children to have an education or not, for them to get it was impossible. However, even at the beginning of our republic, far-sighted statesmen saw that a democracy composed of ignorant people was both undesirable and impossible. After much agitation, the public assumed the responsibility for education. In those days when nearly everybody lived on the farm, and when the largest part of our manufacturing was done on the farm or in rural villages, wealth was fairly evenly distributed and it was seen that the simple school demanded in those days could be financed by local communities. Then the people in an area of nine or ten square miles could cooperate by pooling all their resources and thus maintain a simple school for the teaching of the three r's; and without excessive financial burdens.

Then came the shifting of wealth due to industrial and financial development and the resources of the rural communities began to be concentrated in the cities until at the present time it is said of Missouri that nine-tenths of the taxpaying ability is to be found in a half dozen of our urban centers.

This shift of wealth has caused such an unequal distribution of ability that the small rural community is not able to maintain the kind of school it wants nor the kind of school which a wise and just public policy demands. If we agree that all the children of all the people should be treated equitably, so far as educational opportunity is concerned, we are at once confronted with the impossibility of doing this with our present local financing scheme where the community district is expected to pay practically all of the cost of education. If on the other hand, we agree that the education of all the children of all the people is a general public necessity and should therefore be paid for by the general public,

we must agree that all the individuals of the public should pay for the maintenance of schools in proportion to their various abilities. Here too we are confronted with the impossibility of doing this under our present plan. Carefully worked out statistics show that the richest communities in Missouri are thirty times more able to pay for education than are the poorest communities. This means that if we under our present plan should equalize educational opportunity between the richest and the poorest districts, the citizens of one would have to pay a tax rate thirty times as high as would be required in other communities. That is, if the richest communities could meet the equalized educational expense on a tax rate of forty cents on the hundred dollars valuation, the poorest communities would have to pay twelve dollars per hundred dollars of assessed valuation in order to reach the same standard. Such inequality of taxes for equal education is clearly out of the question from any standard of justice or common sense.

On the other hand, if we level the rate of taxation leaving our present scheme of district responsibility, the rich district on a given tax could maintain a school of 180 days each year for its children, while the poorer district by the same tax would have money enough for only six days of such school. Such inequality of opportunity for the equal rates of taxation will not meet the approval of even the most perverted sense of justice.

It is therefore evident that the problem of equalizing educational opportunity is locked up with the problem of equalizing educational support and that both must be solved together. That neither can be solved by any other method than that of enlarging our unit of financial cooperation is likewise evident.

Missouri as a whole has grown richer, much richer, than in the days when our present organization was established but

many communities have grown relatively poorer and some absolutely poorer. Missouri as a whole is amply able to pay for the education of all of her children. Her wealth has grown even more than the demands of education have grown. As a whole our state is better able to support schools of the modern type than it was to support education of the three r's variety at the time when they were all that was needed. Missouri, however, when divided up into little communities, is not able so to do. Just as some individuals were able to buy education and some were not in the days before the public schools were organized, so today we find some communities able to buy education and some unable to do so, and just as they solved their problem a hundred years ago by cooperation among individuals, so must we solve our problem by cooperation among communities.

A larger cooperation among the communities of our state is the plan which has been suggested by the Survey Commission. Namely, that a minimum standard of education be set and that the whole state, on the basis of its ability, be asked to contribute in taxes for the education of the children of the entire state. The phrase which seems to express the situation best is, "taxes should be paid on wealth wherever it is, and the money should be expended for the education of children wherever they may happen to be."

We believe a good slogan upon which the state should work is this—"From each according to his ability, unto each according to his need"—and on this slogan fits the plan which the Survey Commission has worked out. It is a program fair to the child of the rich community and the child of the poor, fair to the taxpayer, fair to capital and fair to labor. A program which means justice to childhood and therefore a program that will insure the blessings of liberty to ourselves and our posterity.





THE STATE SURVEY COMMISSION RECOMMENDS THAT THE LEGISLATURE SHIFT THIS LOAD —

Dr. Loeb, Dean of the School of Business, Washington University, vociferously denies the accuracy of the statements of this cartoon. Mr. Theodore Gary asserts their essential accuracy. The informed public is well aware of the general truth represented here.

THE SUCCESSFUL RURAL TEACHER

WAYNE SOPER,

Research Associate, Education Department, The University of the State of New York.

THE RURAL TEACHER needs to be more highly qualified than the town or city teacher in order to put across as good a job as is expected of the town or city teacher. Except in rare instances of adequate rural supervision, the rural teacher has no superintendent, no principal, no special supervisor to look to "whence cometh her strength" and guidance. When a teacher signs the contract "to teach the school in a satisfactory manner" in a rural situation she shoulders a responsibility far more onerous than does her city sister in signing the same kind of contract.

Regardless of whether it is the fault of the teacher or not, the annual reputation of a rural school fluctuates in direct proportion to the degree of rapport between teacher and community. A well-trained but incompatible teacher in a peculiar city situation may be transferred to another position with no perceptible effect upon the system, even without attracting the attention of other teachers or patrons. Yet the well-trained, adequately-prepared but incompatible rural teacher fails and the school for that year becomes known as a failure.

Should the prospective rural teacher be rural bred? Should she be rural minded? The first question can be readily disposed of by saying: "Not necessarily". The matter of former contact with rural life does not mean so much as does the teacher's interest in the things of rural life. If this is what is meant by "rural minded", then she should be rural minded. But interest can be created out of ignorance as well as out of knowledge of things. The rural bred girl who sees no romance in rural life, who accepts as matter of fact the wonder of growing things, and who levels all rural people to the plane of common dust should not undertake the difficult role of teacher in the rural community. Her knowledge of things rural is submerged in her prosaic attitude. On the other hand, the urban bred girl, fortified by an interest in people and strange things, may turn ignorance to profit.

There are at least ten qualities which the rural teacher should possess in higher degree than her city sister if the same quality of work is to be consummated.

Adaptability and resourcefulness—For the obvious reason that the rural teacher must adapt herself to a variety of elements it is evident that she should possess that quality which enables her to make that adjustment. Her failure to adapt herself to one major element of the community, whether it be the younger pupils, the older ones, the parents, the "younger set", the religious group, or the farmers' union may have a direct bearing upon her success as a teacher in the community. While city life is vastly more complex than country life, the urban teacher has no such variety of elements to adjust herself to **as a teacher**. She may even disregard many of these elements and suffer no ill effects so far as reappointment is concerned. She is rated by her superior officers on her ability to do a good piece of teaching. Her rural sister is rated by every element of the community on every aspect of life claiming attention in the community.

The unresourceful urban teacher may call upon her principal, her supervisor, her fellow teachers when need arises. The rural teacher has no such "ever present help in time of trouble".

Industry—If it takes effort and industry to teach one grade of fairly homogeneous children, under constant guidance, with adequate equipment in a city system, how much more industry must it require to teach from four to eight grades, without immediate guidance, with inadequate equipment! Such is the rural teacher's prodigious task. Add to this the burdens laid upon her shoulders by unthinking people of the community who insist that the teacher participate in, if not actually direct, many community projects and you have work for none but industrious hands.

Enthusiasm and optimism—She who works alone must generate her own current. When the lights of enthusiasm and optimism burn low she cannot switch the power and draw from others immediately

available. She whose own enthusiasm and whose ability to inspire enthusiasm in others are inclined to run below par should take on a generous portion of reserve to tide her over the school year or decline the proffered position in a rural community. The very apathy of some communities necessitates an abundance of enthusiasm and optimism on the teacher's part to insure only fair results.

Initiative and self-reliance—We should not expect a teacher in any situation to succeed without a fair degree of initiative and self-reliance. Yet there are many teachers who have given satisfactory service as followers of directions without exercising much initiative. They have been good executors of the programs and projects of others. But the teacher of the rural school has little chance to get this canned variety of initiative and must depend upon herself for it.

Interest in the life of the school—This quality is usually listed under social and professional equipment. Every teacher should be well grounded academically and professionally. But no amount of such training will substitute for interest in the life of the school. The urban teacher may confine her interest to her own grade and at most to her own building. But the rural teacher has a complexity of school life demanding her attention.

Interest in the life of the community—The teacher who can scarcely wait until Friday night when she may run away from the community where she teaches is not likely to become interested in that community's life. She who chafes at the tameness of rural entertainment will not develop interest in the lives and daily work of those whom she is attempting to serve. But the people of the community seldom disregard this lack of interest. They may not demand the best teaching methods and technic in the schoolroom; they may not notice a small degree of unpolished manners; but they are quick to sense the teacher's disinterested attitude.

Ability to meet and interest patrons—Interest in the life of the community may be conditioned upon the ability to meet and interest parents and other patrons. While she must be interested in the life of the community, the teacher must also

be able to interest that community in her great project—the school. One is corollary to the other. She who insinuates her interest into the lives and things of the community will win a confidence which in turn will enable her to gain the interest of others. The shy teacher, may, in the city, be assisted by her fellow workers who introduce her to parents and take her into their little circle of acquaintances. This same assistance cannot be depended upon by the rural teacher. She may even have to be slightly forward at times in order to quickly get in touch with parents.

Discipline—One of the first, and often times the chief, troubles that the beginning teacher meets is that of discipline. She who teaches in the city or even in the village may call for assistance in this matter. Unmanageable pupils may be sent to the principal. But to whom can the rural teacher send her disorderly pupils? She may send them home. But that is what they most desire. But before school can keep, it must be clearly understood who is teacher and who is pupil. This the rural teacher must accomplish single handed.

Stimulation of the community—It is strange that in this discussion there is not one single quality commonly listed under the category "technic of teaching". While all the qualities listed thereunder are important, they do not in smaller or larger degree make or break the rural teacher. But she who has failed to stimulate the community wherein she teaches has little claim to success for the year's work. While this stimulation in the urban community may be the result of a composite of the whole teaching corps, the rural teacher must bring about this same result largely by her own efforts. She will do this by the exercise of many factors—interest in children, interest in people in general, enthusiasm, optimism. The point is, she must herself do the stimulating.

Moral influence—I am not here concerned with those grosser immoral acts for which teachers may be dismissed. I am thinking of that raising of the moral tone of a community by direct precept and unimpeachable example. No person has more opportunity to lift the moral plane in the rural community than has the teacher. She has in her control all the children between about six and sixteen years of age. Through them she influences the homes. The homes influence the general social affairs. Many communities owe their present plane of thinking and acting to the efforts of a high minded teacher. Her presence has often transformed many a rough, unwholesome social affair into one of innocent pleasure and jollification.

Columbia College

Situated on west side of Sixth street, opposite Parker Hospital; it was afterwards the residence of Thomas S. Elston, and later the residence of Rev. R. F. Babb. This college preceded the State University, and has been called the "Seed from which the University grew." It was established in 1831, and the building was erected and Columbia College chartered in 1833. The University occupied this building in 1841-42 and again after the fire in 1892.

***First Trustees of
Columbia College***

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 Judge David Todd
 Sinclair Kirtley



Thomas Miller
First President Columbia College.

The Missouri State Teachers Building

Stands Where Columbia College Stood.

Picture Presented by JUDGE N. T. GENTRY, Columbia, Mo.

GREETINGS FROM N. E. A. PRESIDENT

TO THE TEACHERS OF MISSOURI:

Honored by the teaching profession of America with the highest office within its power to give, the president of the National Education Association feels most deeply the responsibility resting on him in the year 1930. I thank you most sincerely for the honor. I plead with you to share the responsibility. Your state has an inspiring record in education which has been maintained from pioneer days until the present. The teacher of today is better prepared, better equipped, better housed, better clothed and has better environment than ever before in American history. America—the United States is doing more for the teacher than in all the years of the past. These added blessings bring added responsibilities that cannot be shirked.

So many and so absorbing are the interests of American teachers that to try to select from the things that concern us those that are most vital and present them to you is not only a difficult task but practically impossible. May I mention some of these ideals of the National Education Association to which we desire to direct your attention and plead for your cooperation.

1. It is an ideal devoutly to be prayed for that every teacher in the American Republic and all of the territories affiliated with the United States should be a member of the local, state and the national association. Will you not help us to bring this ideal nearer to realization in the year 1930-31?

2. The National Education Association is building at Washington a home for the great organization. Life membership will constitute our greatest source of revenue in completing this marvelous project. Will you not see that your state increases its life membership from twenty-five to fifty per cent in the year 1930-31?

3. A better understanding of our problems by educators and a more highly developed teaching force demand that we shall read the best educational journal, shall discuss the most interesting, uplifting and helpful subjects. May each teacher take as her ideal this year to read, digest, and utilize the best thought of the best teachers of the nation.

4. No teacher can do her best work without adequate provision being made for pay and tenure in office and for support in old age.

These and many complexing problems still confront us. We need every teacher to assist in their solution.

5. American Education must be adapted to American needs. To build a better curriculum is the work of the teacher as well as of a commission. May I ask you to contribute your part?

6. Throughout America our educational system is functioning through the various states and organized division of the republic. Education must go forward as the state departments of education and as the federal department of education make progress.

May every teacher strive earnestly to see that his own state department of education is made the great center for the functioning of the work of education within his state.

7. Possibly the greatest need of America today is that business may understand what education is contributing to its success and may realize that the greatest business of America is training and developing the personnel that shall guide and direct all the business institutions of the land. Help us to teach America that investment in education is the best investment for the nation's business.

8. America confronted with a vast forest and with virgin land undeveloped was forced to center its attention upon the concrete things which it must conquer. Through ten generations of habit, America has centered her thinking on the material side of life. It is your business and mine in the future to bring to the attention of the American people the development that must go on within the intellect, the soul and spirit of man. It is our business to teach the American people the supremely important thing in American life is the human individual himself—that people constitute our greatest wealth—and they should receive our most thoughtful and careful and painstaking consideration. If we shall learn how to develop individuals we shall need to put but little thought on the development of material things. This will follow in natural sequence.

9. The greatest asset in America is the health of its people. Every teacher should see that every child in America has a thorough, systematic, examination by a competent physician and competent dentist; that teacher and nurse and principal and parent and social worker shall combine to see that every remedial defect in the youth of the nation is corrected and, above all else, that preventive medicine, preventive science, proper food, rest and health habits are inculcated that shall free the American people from the shackles of sickness and disease and shall bring health, happiness, and prosperity to the nation and to the individual. The carrying out of these ideals is with the individual teacher of the nation. The Board of Education, the Superintendent of Schools, the Supervisor, the Director and the Administrator are important in their place, but the teacher reaches the child, and the child goes back into the home, and the home is the corner-stone of the nation.

WILLIS A. SUTTON, Pres. N. E. A.

EDWARD BOK'S MESSAGE TO A SIXTH GRADE

HOW A LIVE TEACHER MADE A SITUATION TEACH

M. Claire Chapman Student Teachers, Ball State Teachers College,
Muncie, Indiana

THE SIXTH GRADE English class of the Washington School was reading "What One Man Did for the Place He Lived In," by Edward W. Bok. It is a true story of the author's grandparents, who had built their home on a barren island five miles off the coast of Holland, and transformed that island into one of the world's beauty spots, and had sent romping over its acres, thirteen "happy faced, well-brought-up children." One day when these children had grown to men and women, the mother called them together and told them the story of their father and the island. When she had finished her story she added, "and now as you go out into the world I want each of you to take with you the spirit of your father's work, and each, in your own way and place, to do as he has done: make you the world a bit more beautiful and better because you have been in it. That is your mother's message to you."

Mr. Bok had been written a letter, telling him that 32 sixth grade pupils were about to study that story and asking him to send them a personal word. When the children learned that they would soon hear from a great author, they were delighted to follow the account of his grandparents and the story was eagerly read and discussed.

On the morning of January eighth, a pupil brought a clipping reporting the serious illness of their Edward Bok. "Does that mean anything to us?" the teacher asked. "Yes," quickly responded a pupil, "It means that we may not hear from him now."

The children's disappointment was keen. When asked to watch the papers for news concerning Bok, they expressed an eagerness to learn more of him. Accordingly, plans were made to study his life and work, especially his latest achievement, The Mountain Lake Sanctuary and Sing-

ing Tower in Florida. For this purpose all available copies of such materials were placed on reserve in the juvenile department of the city library. Would the children be interested enough now to secure and read these books without the expected letter?

It was a sober class that assembled the following morning, for the pupils had read of the sudden death of the author from whom they had expected a message. When their teacher quietly read Edward Bok's letter that had come only that morning, with its message to the pupils written in his own hand, "Give to the world the best you have and the best will come back to you," the children were strangely affected—tears filled the eyes, a solemnness unusual in children pervaded the room, until a lad rising, said, "Miss C—, may we take Edward Bok's message to us, as our motto, the way he took his grandmother's message as his motto?" The children eagerly agreed and before night-fall had drawn from the library, every available copy of the life and work of Bok.

From their reading, the children learned that their author-friend was born and reared much as they. They found that he had interests similar to theirs, although he had not the school advantages they have. The boys and girls were interested to learn that as a lad, he visited great persons—the President of the United States, the King of Hawaii, Phillips Brooks, Wendell Phillips, Longfellow, and others. They learned that he wrote to great persons asking for autographs, and that with his requests he always enclosed a self-addressed envelop, and that after receiving a reply, he sent a letter of thanks to each.

The children were interested in Mountain Lake Sanctuary. They learned that it was a home for native birds and a stopping place for migrant birds. This created an interest in birds and their migration and how we know where they

migrate. A study of the process and value of bird-banding was studied by means of a projector and pictures. The children wrote imaginary accounts describing the places as they might appear to a bird. Some told of the barren island before William Bok, the grandfather, cleaned it up. Others wrote of the island a hundred years later. One group gave an account of what a bird saw as it flew over Iron Mountain before Bok bought it and another group described that mountain after Frederick Law Olmstead, under Bok, converted it into a sanctuary. They learned that one way to make the world "a bit more beautiful and better," is to set out trees to attract the birds. One pupil expressed a desire to do something for our feathered friends and, while considering the needs of birds and other wild animals, they learned the work of the American Humane Association and what was being done in their home town. They learned that the sanctuary was a place where humans could go to "find them-

selves." Letters and pictures received from a friend in Tampa, Florida, helped to add a personal touch to the study. The pupils discovered that the Sanctuary contained the world's greatest carillon. This led to the study of the carillons of the world and by means of pictures, they learned the difference between a carillon and a chime. They learned that the Mountain Lake Sanctuary and its Singing Tower was a gift to the American people by Edward Bok, as an expression of appreciation for what this country had done for him. In his going, he had fulfilled his grandmother's message, "Make you the world a bit more beautiful and better because you have been in it."

This editor, author, and philanthropist, this widely loved citizen of the United States, lived that thought in many ways. The message sent this sixth grade class by his own hand was one of the ways in which he made "the world a bit more beautiful and better."

A THOUGHT,

For Those Who Lead.

By Charlotte Swaney.

After the toil of the busy day
When my tasks are all complete:
The children tucked into their beds
And safely off to sleep.

I sit me down and often think
If I have been quite true
In guiding little helpless souls
Life's narrow pathway through.

Have I been acting Herod's role
By shortening children's lives?
While following in Martha's steps
Have they been sacrificed?

Did Spartans of the ancient times—
Did Romans better know,
How children should be trained to live,
Gain wisdom as they grow?

May God forgive mistakes that's made
By Mothers, teachers, pray:
And give an understanding heart
To all who ask the way.

Does Your Community Have a P.T.A. Unit?

AS THE director of the Department of Organization in the Missouri Branch of the National Congress of Parents and Teachers, it is my privilege to write in this issue of School and Community on the work of this department.

The Organization Department consists of the Director, nineteen District Presidents, and the County Chairman of each County where we have been able to secure them. The District Organization includes the District President and her County Chairmen.

It is the duty of this Department not only to promote new Congress Units, but to assist organizations already in existence in the proper understanding and interpretation of the policies and program of work as outlined by the National Congress, of which Missouri is a branch.

Each District President must hold an annual district conference, which is planned as a miniature convention. She also may promote schools of instruction and institutes in Parent-Teacher work, which must have the approval of the Board of Managers or the Executive Committee. These classes are conducted for the sole purpose of developing an informed membership and to acquaint the general public with the importance of the Parent-Teacher movement as a community asset.

County Councils may be organized where there are three or more Congress Units in a County. Through these a unification of work is promoted, and much may be accomplished in meeting educational needs of each County. Through this plan of organization, a state and nation wide program of work can be developed that is bound to bring about desired results.

We are frequently forced to realize a lack of appreciation for Parent-Teacher work on the part of Educators. We feel, however, this condition can exist only where the Educator has failed to study the policies and program of work of our National Congress. Many Educators feel the need of cooperation of the people of their community, but are willing to organize a patrons club or community club whose interests fail to extend beyond the boundary lines of their school district. These

groups often do a constructive and fine piece of work for a short time, but when certain needs are met, interest lags for the want of a well defined program of work, which not only benefits their local communities, but the state and union.

Every year the masses of people of our great nation are developing not only in state and national mindedness, but in international mindedness. We are being forced to appreciate the fact that regardless of where we live, what we do, or what we may have in life, we are inter-dependent, that we are our brother's keeper, that we must think not only in terms of our child, but the children of the world. Parent-Teacher Associations following the state and national program of work, are bound to develop along this line.

There is no question as to the value of any type of organization that brings the people of a community together in a constructive program of work, but we must all eventually accept the fact that the broader and more embracing our community programs are made—the greater the results will be to our own community. I like Aesop's old fable of the father who brought his divided household together, and gave them the bound bundle of sticks to break. Bound together by a common tie, the seven small sticks which represented his seven sons, could not be broken, but when they were unbound, each stick was as a small reed in his hand and was easily broken. The same principle is true in any organization, as long as we are bound together in a big purpose, we can accomplish all that we desire for the good of our own child, and the children of our community, state and nation, but when we are standing alone, confining our interests alone to those with whom we have daily contact, our accomplishments are bound to be limited.

The Board of Managers of the Missouri Congress of Parents and Teachers, are chosen from every section of our state, and every section of the state is given consideration in the state's program of work. Every member of the board is making an extensive study of her particular work, and is in a position to help every organization, whether a pre-school Association,

or a Parent-Teacher Association, in a one room rural school, or in the finest city school.

Every District President and many members of our board are members of both the National Education Association, and of the State Teachers Association, so that they may be informed upon important educational matters.

A few years ago our Organization was looked upon merely as a group that worked to raise money to furnish such equipment as the funds of a school district would not permit. Now our Educators are realizing that we are a group that endeavors to interest every parent in a school district, that our programs and the publicity given them, tends to promote information regarding the needs of a school, and that it is the duty of every taxpayer to do his part in providing these necessities rather than of a small per cent that may be represented in our membership.

I do not discredit the importance of Parent-Teacher Associations meeting immediate needs, but after all the important thing is to create in the minds of the masses, the fact that the public school belongs to the people; that it touches daily the lives of our nation's greatest asset, the children, in a vital and intimate way; and that only through an atmosphere of cooperation, sympathetic understanding and generous support can the school do its best work.

A Congress Unit does not interfere with school administrative policies, it is non-political, nonsectarian, noncommercial, but is organized for one purpose only—"To promote the interests of children, individually and collectively. It seeks to discover the methods and principles which will enable parents and teachers, and all other citizens to work continuously for the improvement of all conditions which affect child life." We have adopted the seven cardinal objectives of education as our permanent platform.

The parent-teacher movement, as organized by the National Congress of Parents and Teachers, is not for the purpose of providing a "woman's auxiliary to the board of education." It is not a crusade to reform the schools. It is not a lyceum course, offering a series of varied entertainments to the community. It is not a federation of clubs, in which each club develops its peculiar interest according to its

fancy, and unites with others for certain great objectives.

Rather it is a great school for parents and for teachers, with one major object, to know the child. It is a social experiment in cooperative education, carried on according to a single standard in home, school, and community. It is a demonstration that not only government but mental, moral, and physical reform must be conducted "by the people for the people," and that prevention by the parents will in time do away with the necessity for cure or correction by the state.

It is a proof that the vast, unexploited reserves of parent power, fully understood, intelligently directed, applied through the simple machinery of local interest rather than by the complicated systems of public-welfare agencies, will accomplish from within that which no external application of civic betterment has been able thus far to achieve.

It is an agency through whose means local conditions may be investigated and improved, the value of education and its tools and its skilled administrators may be made clear to the public, and the findings of experts in hygiene and child development may be brought within reach of the people who most need the scientific knowledge in their profession of parenthood.

It is a great democracy in which all points of difference, social, racial, religious, and economic, are lost to sight in the united effort to reach a common goal, the welfare of all the children of every state in the Union.

Our dues are fifteen cents per year, and there is an initiation fee for each association, of one dollar. This fee is used exclusively for extension work. The initiation fee and dues are sent to the state treasurer, Mrs. George Eigel, at the state headquarters, 1625 Paul Brown Building, St. Louis, Missouri.

If you will write Mrs. Arthur Stone, State Chairman of Publications, she will send you information material and membership blank.

In new Associations, there is a requirement of ten or more members.

This Department will be happy to be of service to any who may ask help.

(Mrs. W. A.) Mary M. Masters,
Buckingham-Arms Apts.,
St. Joseph, Missouri.

I LOVE TO TEACH

I DO NOT know that I could make entirely clear to an outsider the pleasure I have in teaching. I had rather earn my living by teaching than in any other way. In my mind, teaching is not merely a life work, a profession, an occupation, a struggle; it is a passion. I love to teach.

I love to teach as a painter loves to paint, as a musician loves to play, as a singer loves to sing, as a strong man rejoices to run a race. Teaching is an art—an art so great and so difficult to master that a man or woman can spend a long life at it without realizing much more than his limitations and mistakes, and his distance from the ideal.

But the main aim of my happy days has been to become a good teacher, just as every architect wishes to be a good architect and every professional poet strives toward perfection.

—Williams Lyon Phelps.

COOPERATE AND PARTICIPATE

Daisy Lord, Wilby High School, Waterbury, Connecticut.

TODAY IN EVERY walk of life there is cooperation and participation. Any great enterprise to be successful must call into play all the mental energies inherent in the organization, and so communities consult teachers in social betterment work and in all civic projects. Boards of education, superintendents, and principals are consulting with the classroom teacher in building curriculums, in selecting textbooks, in planning activities, in helping individual students reach their goal. We should rejoice in such consultations.

For the past twenty-five years in my home city, no course of study has been made and no textbook adopted without the principals and teachers concerned being called into consultation. My own principal never adopts a new policy or plans any activity without seeking the counsel

of his teachers. I cannot see how any school system can be progressive and harmonious without teacher participation in every line. The Waterbury Teachers' Association is one of the oldest in the country, and is looked up to in our city as one of the leading organizations. It is asked to send representatives to everything of civic interest and we always respond. The citizens remember this as was shown during our salary campaign last December, when the city was with us, and the increase was won. The members of the board of education are our friends, and we work together in harmony.

Participation will help your community. In your community there are many civic organizations that are doing much for the betterment of the place in which you live. Teachers should keep in close contact—some may be members of these

—and all should be willing and ready to help. Our schools are more and more becoming civic centers.

Participate in the things your school is doing. Don't leave everything to the few. Don't relegate school spirit to the pupils; have plenty of it yourself. Be interested in the reputation your school has in its community. Do all you can to improve and enlarge on that reputation. We are so eager to make our pupils realize that what they say and do is a reflection of their schools. Isn't this just as true of teachers?

Accompany your students to baseball and football games, to picnics, to parties, on hikes. You will find out more about your students on one short hike than in a month in the schoolroom. The real teacher learns to know his pupils, his ac-

tivities, his home life, and if necessary, gets in touch with community service organizations that will help him.

Learn to be a constructive leader. Remember that constructive leadership means the development of a thoughtful, intelligent, and tolerant attitude. A spirit of give and take is necessary. Learn, like Colonel Lindbergh, to speak in terms of "We". Too long we have kept company behind our desks with the dictatorial "I".

Give thy heart's best treasures,
From fair Nature learn;
Give thy best—and ask not,
Wait not a return!
And the more thou givest
From thy little store,
With a double measure,
God will give thee more.

WORDS

By CARRIE CHOATE WESTOVER

WORDS! Above all things else, I love words.

To have the right one presented to me, in the right place, all dressed up in proper pronunciation and elegant enunciation—isn't it a *delicious* thing?

I am always delighted when I meet a new word, and as happy as a child when an old one comes tripping into my consciousness from some hidden memory. Maybe it is a "runcible spoon," or "snickersnack and snickersnee." "Daintily swinging" speaks for itself, while "hallowed" has no one that can take his place.

Do you remember "As unto the bow the cord is"? What a drum-major Longfellow was in the regiment of words! Each one came marching in its own particular place to stand before its reviewer, eager to make the world a bit brighter for having been in it. Is it not our privilege to give them good cheer? If we do not, we, as teachers, need not be surprised some day if our own words run us through.

Would "you" like to be called "jou"? Won't "chew" be careful of "you"? Falling "water" may be rhymed with "daughter", but it may not be wise to couple it with "otter". The "xylophone" trips gaily to the tune of long *i*, but its first name is not "zill". Alas for "Aida!" And alack for all of us who

honestly recognize our enemies and are too lackadaisical to march against them. Webster we have with us always. In the very beginning, he gives us the diacritical mark to be our guide through his book,—all the way from "a" to "zyzzle". Now, try this one. I heard it in class the other day: "Unsanitary". Not by Noah! He begins it with an "i".

We meet words everywhere. Even the cinema is being very careful with "the President's English". If a foreign star or a home product cannot speak correctly, then, upon the action of her lips is superimposed and synchronized the words—vibrant words, spoken by an educated double in voice. Truly, the "talkies" should produce "pearls", rather than "toads", or else revert to the silent drama. 'Twere better for our advancement in culture.

There is no music so sweet as the tones of a cultivated voice. By way of the radio, we are becoming familiar with "the Harvard accent". By constant striving, we can make it our own. When we shall have arrived, we shall love our own voices even better than ever!

Be a friend to the friend of man. Don't call him a "dawg".

Words! Above all things else, I love words.

THE OREGON TRAIL AS A HIGH SCHOOL PROJECT

L*This description of a high school project in American History conducted last spring by the classes of Miss Ruth Cameron, of Rolla High School, is printed with the hope that it may be of service to teachers undertaking such a celebration during the fall months. Miss Cameron's description follows.*

THE PURPOSE of this article is to explain the method of setting a problem to thirty-five pupils in an American History class. Most of these pupils were juniors in high school and of average ability.

The material concerning the Oregon Trail was brought to my attention when we were studying "Westward Expansion." I studied carefully all of the material I could find and decided to make an appeal to the children by arousing interest in a Centennial Exhibit.

We were studying the history of transportation and were discussing the airplane. I remarked that soon the airplane would be one hundred years old and then we would probably be celebrating its one hundredth birthday. I expressed a desire to live until that day to see our mode of traveling and in what manner we would celebrate its anniversary. I explained that it would be a Centennial. Many of the children had never heard of a Centennial and seemed quite interested.

Fortunately, my Alma Mater had celebrated a Centennial just two years previous to this time and I asked the pupils whether or not they wanted to hear about it. It is needless to say they were eager to hear a description of the celebration—it would take a few minutes of class time. But if they feigned interest at first, I'm sure they really became interested after I talked a few minutes because I had rehearsed this speech several times and presented the material in the most interesting way I could. I gave them that which I wanted them to give back to me when we

began to work on our project of which they had not yet heard.

Then I began to assume the pupils' attitude and wished that we could do something interesting like that instead of having history every day. They too wanted to do that but we could not think of anything suitable for a celebration although many things were suggested. But we decided to keep it in mind and if we found some occasion for celebrating perhaps we could arrange it.

Each day some suggestion was brought to me but none of them fitted in with our work.

By this time the Oregon Trail Celebration was appearing in the newspapers. Early one morning a boy came rushing into the history room waving a newspaper and shouting, "I've found it, we can celebrate." He had an account of the Oregon Trail Celebration as it was being planned in St. Louis. Everyone was interested but I began to pretend that we hardly had time for a celebration, after all.

When the children saw that I wasn't eager for a celebration they became exceedingly anxious for one. If I considered it a waste of time there must be some fun in doing it. I wasn't sure that we could find enough material and I did not know how we would celebrate.

Immediately I had volunteers to hunt material. These pupils gathered together what they could find and since it seemed sufficient for a rather thorough study I consented to have the celebration.

I asked the class as a whole for an idea for the celebration. Their one idea was to have an exhibit which we would make a community affair. I told them that our superintendent had suggested that very thing and they liked that. They began to plan for the exhibit and of course, the plans they made followed the ideas I had previously suggested.

Since we were to have the celebration we must know something about that which we were going to celebrate. Those pupils who had found material gave it to the other members of the class in the form of reports. Volunteers wrote interesting narratives. These were very interesting to us because we live so close to the point from which the pioneers started on their journey to the west.

After we discussed the material thoroughly we began our work. Interest ran high and competition was keen and in a week we had most of the material.

On April 10, 1930 we had our exhibit ready to present to the public having worked about three weeks.

I gave the children opportunity to receive due credit for their work. The class was divided into groups and each group had charge of the display for one period during the day. The girls, dressed as old fashioned girls, acted as guides while the boys assisted the girls and acted as guards and caretakers. Each article was tagged with the donor's name and a short explanation.

We invited the grade children and the townspeople to come at any time from 9:00 a. m.-5:30 p. m. and from 7:00 p. m.-8:30 p. m. April 10th and 11th.

I have neither space nor words to describe adequately our Exhibit but I was very proud of my boys and girls and they were happy because of the praise they received. I shall list the various articles which we had on display, for the most part

the list can be duplicated in any community the size of Rolla.

- A Free hand Maps, Oregon Trail, Lewis and Clark Expedition.
- B Pencil shadings, scenery, caravans.
- C Narratives.
- D Chart—History of Transportation 1830-1930.
Land—Water—Air. Made of pictures cut from Magazines.
- E Diary (imaginary).
Written by two girls. Bound in burlap and decorated with berry juice.
- F Sand Tables, showing Oregon Trail, little covered wagons; clothes-pin dolls; Indian attack; Oregon village.
- G Miniature Covered Wagon,
goat wagon covered with a sheet and decorated with toy cooking utensils.
- H Collection of Relics dating around 1830,
spinning wheels, ox yoke, scythe, grain cradle, dishes, guns, bullet moulds, swords, powder horns, hunting horns, hunting knives, Indian Arrow heads, silverware, candle moulds, brass coffee mortar, homespun, wool cords, books, Indian beads.

I felt rewarded when all was done and one child said to another. "That was lots of fun and I learned something too. American History isn't half bad."

A LITERACY PROGRAM FOR MISSOURI

THE ERADICATION of illiteracy in Missouri in the next five years is the goal set by Chas. A. Lee, State Superintendent of Schools. In line with the nation-wide movement to reduce illiteracy to the minimum in the United States instituted by Ray Lyman Wilbur, Secretary of the Interior, Mr. Lee early in the present year appointed a State Illiteracy Committee of twenty members with Uel W. Lamkin, President of Northwest Teach-

ers College as Chairman. Later Superintendent Lee appointed C. E. Evans, Superintendent of Schools at Monett, as Director of Adult Education, for the state. Plans are being matured for carrying out an intensive campaign to reduce illiteracy in the state to the minimum.

The 1920 census showed Missouri to have 83,403 illiterates, persons above the age of ten who could neither read nor write. Missouri then stood 16th from the top a-

mong the states in percentage of illiterates, and 33rd from the top in percentage of native white illiterates. Since there has been no concerted effort in the state to reduce illiteracy in the last ten years it is believed the 1930 census will show little change in the situation.

Many states are already active with large appropriations of money for promoting this work. Missouri has no appropriation and no funds for carrying on this important activity, and until funds are available, must depend largely upon public spirited citizens and service organizations for aid in initiating the work. The disadvantages to individuals of not being able to read or write are inestimable.

The economic loss to the state is great. The opportunities for service in this field are imperative and outstanding.

Under present conditions local communities must prosecute the work of reducing their illiteracy if it is done at all. Very soon the State Department of Education will be in possession of exact data from the 1930 census regarding illiteracy for every community of the state. This information will be available to any community desiring to organize means of reducing its illiteracy. The Department is devising plans for organizing and carrying on this work, and definite aid and instructions will be furnished interested parties.

THE BOSTONIAN TALE OF MOTHER GOOSE

LADY ADAMS in *The Scottish Educational Journal*.

UNTIL my professor was lecturing one spring at Harvard I had taken little interest in Mother Goose, except as a mythical person connected with my nursery. So that when I discovered that she had been a real, live, honest-to-goodness old lady, who had lived in Boston, my excitement was great. More; much, much more. Some of her belongings were going to be auctioned from a flat overlooking the Charles River. And so Cambridge and Harvard and Boston were talking of Mother Goose, in the most innocent and loving way too; all Boston had been brought up on her, and not a Back Bay hostess or a Harvard professor had anything but praise for her, and pride that she had been "One of Ours."

She was the daughter of William and Anne Foster, and in 1692 she married a widower called Isaac Vergoose. He had a handful of ready-made little Vergooses, and Elizabeth and he had half-a-dozen more. Isaac was a "ship-joyner," and soon their little house must have been full enough for his wife to sing a very personal song about the old woman who lived in a shoe.

And then, in 1712, a young Shropshire lad thought he would see for himself what this wonderful new America was like, and he sailed for Boston. He had been in a printer's shop in London, and in Boston

he started a little printing press, publishing ballads, pamphlets and children's story books. He got to know the Vergooses, fell in love with twenty-year-old Elizabeth, and married her; and then a little girl was born and the other Elizabeth became a grandmother.

She began, as is the way of grandmothers, to sing songs to her darling, and evidently she was a gay young granny, for she used to make up the words and the tunes, too. And son-in-law Thomas, being in the trade himself, thought the songs being sung in his kitchen were quite as good as the children's poems he was printing and publishing. So he took down the words, made a paper-covered book, and sold it for two coppers.

Boston people bought it, their children played with it and threw it away—and that was the end of the first edition, all except one copy which got shoved into a file of old newspapers in the library of the American Antiquarian Society at Worcester, Mass. It was discovered about 1850 and the find caused a little mild excitement.

The finder, going on the maxim of "finding's keeping," put the tattered little book in his pocket and took it to Europe, where he died, and where the book was probably thrown away. So there is money for the person who comes

across a raggedy little paper book, printed in Boston, Mass., by Thomas Fleet, at "The Sign of the Heart and Crown," about 1720.

The Worcester Antiquarians, angry at letting even a booklet of rhymes for babes go astray, bestirred themselves, and got in touch with people who remembered hearing the rhymes repeated by their parents and grannies and old neighbour ladies. And so a second edition appeared in 1859, and the editions went on appearing until in one edition "Little Jack Horner" was included. That was too much for, whatever she composed in her little Boston kitchen, Elizabeth Vergoose never composed that. He belongs to us. And now, on looking into the matter, I find that those in the know say that Boston's is a baseless claim, that Berthe au Grand Pied, the mother of Charlemagne, is the original Mother Goose, she who is the special patron of children and whose festival, on January 2nd, is still celebrated in France. Others claim that Perrault began it with his "Contes de ma Mère L'Oye," and other earnest searchers put it all further back than that. What does it all matter?

We owe Mother Goose, whoever she is, a big debt, for this laureate of the nursery fireside paved the way for "Nonsense Rhymes" and for a certain gay quality in jingles that have made generations of children happy and contented.

It was the oddest auction. The old lady whose things were being hammered was a lineal descendant of Elizabeth Vergoose and a second cousin of the late President Eliot of Harvard. Cheek by jowl with nearly every known collection of the "Mother Goose Rhymes" were rows of volumes of sermons from the long line of Eliot divines, four early seventeenth century communion cups, presented by a Boston church to a clerical Eliot, and a large beer mug, brought out to America by the sprightly young publisher, Thomas Fleet, in 1712.

The treasure of the day was Mother Goose's handkerchief; just a bit of yellowed linen with some queer little pictures stamped on it.

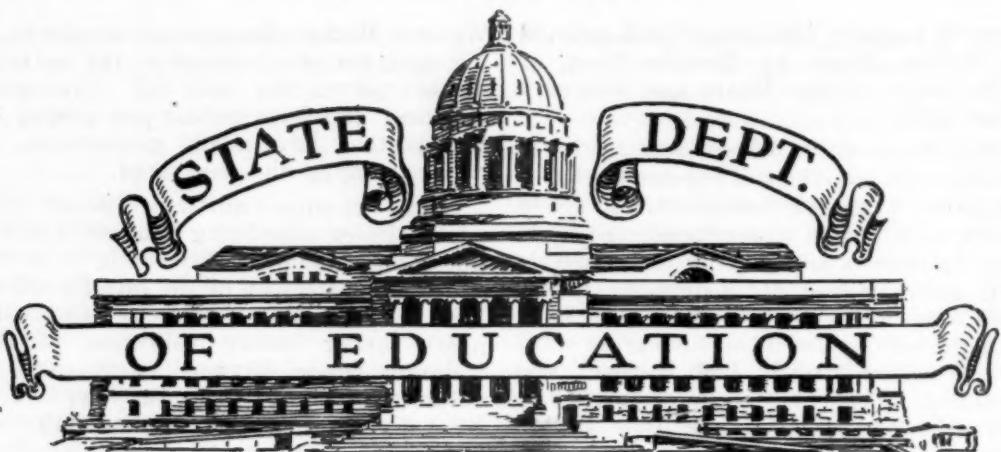
"It's a sacred thing," said the auctioneer with emotion.

It sold for ten guineas.



TEN YEAR CLUB MISSOURI VOCATIONAL AGRICULTURE TEACHERS

Standing left to right: W. M. Thomas, Fayette; G. S. Hillhouse, Anderson; F. W. Smithpeter, Smithton; Carl Gross, Cameron; Don Pharis, Richmond; J. C. Wolfe, Leeton; L. E. Morris, Marshall; H. J. Deppe, Lebanon; J. L. Campbell, Belton; J. W. Whitman, Centralia; W. L. Barrett, Boonville; Geo. Tumleson, Princeton; R. T. Wright, Gilman City.
Kneeling left to right: W. L. Magruder, Macon; F. C. Wilkins, Rolla; John Wisdom, Chillicothe; A. Gorrell, Mexico; Joe Flint, Mountain Grove.



MUSIC

WE APPRECIATE music that we know and understand. The only way to bring to children an appreciation of the best in music, is thru familiarity with that type of music. The feeling for rhythm is a vital element in the child's musical experience, and this can be developed thru rhythm orchestra work. Rhythm orchestra work leads to the development of: a sense of rhythm, a knowledge of form and teaches children to listen attentively.

The plan for bringing music appreciation to the children of the rural and small town school is not an expensive one. Instruments can be purchased or made by the children as creative project. Some instruments are easily obtained, for instance, horseshoes suspended on a string and hit with a small rod, make excellent "triangles", pot lids struck together serve as cymbals, drums can be made out of marshmallow cans or large sized coffee cans by stretching heavy muslin across the top and bottom and shellacing it, sand blocks are made by glueing sand paper on wood blocks 4" x 2" x 2".

Suggested list of instruments for an orchestra of 15 children.

Instrument	Approximate Cost
Drum (Purchased or made)	\$3.00
Tambourine (Purchased)	.50
Cymbals one pair (Purchased)	.75
Chinese Wood Block (Purchased or made)	.70
Sand Blocks, two pairs (Made)	.20
Jingle Bells, two pairs (Purchased)	.20
Triangles, two (Horseshoes)	.50
Rhythm Sticks, four pairs (Made)	.10
Bird Whistle (Purchased)	.10

Rhythm orchestras may be used to accompany the children's singing, as well as with victrolas, pianos and radios. Each

child should be given an opportunity of playing all the instruments and of being conductor.

The following records, taken from the "Missouri Courses of Study for Elementary Schools" may be used for orchestra work.

Name of Record	Composer	Victor List Number	Price
Toy Symphony	Haydn	20215	\$.75
March of the Tin Soldiers	Tchaikowsky	20399	.75
Knight of the Hobby Horse	Schumann	20399	
Of Bre'r Rabbit	McDowell	20803	.75
Waltzing Doll	Poldini	20668	.75
Berceuse	Godard	6630	2.00
Jolly Miller	Schubert	20344	.75
Shining Moon		Russian Folk Song	19960 .75

These records may be secured from E. M. Carter, Columbia, Mo. or from any Victor Talking Machine dealer.

To reduce the expense of records, county schools may form music clubs, each school buying several records and exchanging them with other schools. Some of the music for Physical Education games, such as, "Looby Loo", "Chimes of Dunkirk", and "Nixie Polka", may be used in connection with the orchestra.

RURAL SCHOOL OBJECTIVES

DEFINITE ACCOMPLISHMENT can be realized only by determining certain things to do and so adjusting one's plans that all efforts are directed toward attaining those things. Local conditions and needs vary so that there are many objectives which apply only to individual schools; yet there are a few objectives which all rural schools in Missouri may set up as goals to be attained in the school year. They are:

1. Greater community interest in rural schools

2. Increased appreciation of music, art, literature, nature
3. Better health conditions
4. More adequate equipment
5. Improved instruction

These goals may be approached by the teacher's definitely attempting certain things leading toward them. For example, to increase community interest, plan a school visitation day and a community play day. To develop greater appreciation in art, music, literature and nature, have every pupil a member of the Pupils' State Reading Circle; teach the pictures listed for 1930-31, page 151 in Courses of Study for Elementary Schools; beautify the school grounds; use the music records listed for music appreciation for 1930-31 and teach each pupil the songs for county chorus. To improve health conditions see that the

school building, grounds and outbuildings are as sanitary as possible; try to have every pupil a six or nine point child, teach the eight games listed in the Physical Education Bulletin for Rural Schools. Bring your school as near the standards of approved rural schools as possible. Improve your methods in teaching arithmetic and reading.

These items, in brief, comprise the objectives and outline of the rural school program of the State Department of Education for the year. Watch this section of the SCHOOL AND COMMUNITY each month for articles concerning these objectives.

Will each rural teacher cooperate in a state wide effort to definitely improve the rural schools of Missouri?

DIVISION OF MUSIC ADDED TO STATE DEPARTMENT.

MISSOURI HAS established a Division of Music in the State Department of Education. This division aims to bring to the rural and small town school, musical opportunities such as heretofore have been enjoyed only by the city schools. Since the advent of radio, the United States is musically awake and this Division wants to bring to every child in Missouri an appreciation of that which is finest and best in music.

Miss Virginia Meierhoffer of Kansas City, Missouri, has been appointed State Music Supervisor. Miss Meierhoffer is a Missouri girl, born in Missouri, educated in Missouri, having obtained her B. S. and M. A. degrees at the University of Missouri. After graduating from the University in 1926 Miss Meierhoffer was appointed Grade School Music Supervisor in the public schools of Chillicothe, Mo., which position she held for three years, resigning to accept a teaching fellowship at the University of Missouri. There she supervised the music in the University Elementary School and University High School, under the direction of Dr. C. A. Phillips. Her graduate work was in Elementary Supervision and Music.

This year music appreciation is being stressed, correlating music appreciation and rhythm work, using the records listed in the "Courses of Study for Elementary Schools." Miss Meierhoffer has attended some of the August Plan Meetings, where she has outlined work in music that can be carried out easily in any school. She desires to be of service to any school needing assistance. Superintendents and teachers should feel free to write her concerning their needs.



Miss Virginia Meierhoffer,
State Music Supervisor

PROGRAMS FOR FALL MEETINGS BEING COMPLETED.

SUPT. H. J. GERLING, President of the Missouri State Teachers Association is forging his program into final form for the big meeting of the Missouri State Teachers Association at Kansas City, November 12-15. The big headliner for the program will be Admiral Byrd who will, of course, talk about the greatest exploration feat of the century, his trip to the South Pole. Admiral Byrd is to appear Thursday evening in Convention Hall and several thousand seats will be reserved for the teachers. The Woman's Chamber of Commerce of Kansas City is cooperating with the Missouri State Teachers Association to make this feature of the program possible.

Among the out of state speakers who Mr. Gerling hopes to have appear on the program and most of whom have definitely agreed, are Dr. Harry Elmer Barnes, famous author, lecturer and editor; Mr. Cameron Beck, Director of Personnel, New York Stock Exchange; Dean Louis A. Pechstein of the University of Cincinnati; Mrs. A. H. Reeves, former National President of the Parent-Teacher Association; Miss Agnes Samuelson, State Superintendent of Schools of Iowa; President of the National Education Association, Willis A. Sutton, Superintendent of Schools of Atlanta, Georgia; L. H. Dennis, Vocational Director of Pennsylvania State Department of Education; R. W. Hatch of Horace Mann High School, New York and United States Commissioner of Education, John W. Cooper.

A new and entertaining feature of the program will be an orchestra composed of selected individuals from the various high schools of the state. These are to be assembled by the Teachers Colleges and directed by an outstanding Missouri public school musician.

DISTRICT MEETINGS ARRANGE STRONG PROGRAMS

Programs that will interest all teachers seem to have been the aim of the officials of the six district associations that will put on conventions October 23-25.

Secretary L. A. Eubank of the Northeast District, which meets at Kirksville, and Secretary A. H. Cooper of the North-

west District which convenes at Maryville report that the officers of the two districts have cooperated in the securing of outstanding people for their programs. Among those secured for both programs are Vihljamur Stefansson explorer and scientist who was one of the most popular speakers at the State meeting last fall; Dr. Geo. Selke, President of the State Teachers College at St. Cloud, Minnesota who has appeared on a number of Missouri programs previously and who is always in demand for return engagements; Dr. Caroline Hedger of the Health Department of the Elizabeth McCormick Memorial Fund, Chicago; Dr. H. J. Gerling, President of the Missouri State Teachers Association; Mrs. W. A. Masters, Director of organization work, Missouri Branch of the Parent-Teacher Association; Mr. C. E. Rarick of the University of Kansas who has won national fame for his constructive work in rural education and President W. A. Sutton of the National Education Association who is Superintendent of Schools at Atlanta, Georgia. Others who will appear on the program at the Kirksville meeting are Dr. A. O. Thomas, former Commissioner of Education of Maine and President of the World Federation of Educational Associations; Mr. T. E. Musselman of Quincy, Illinois; Dr. C. E. Germane of the University of Missouri; J. W. Studebaker of Des Moines, Iowa; Mr. Fred Naeter of the Southeast Missourian, Cape Girardeau; Dr. W. H. Lancelot, head of vocational education, Iowa State College; Mrs. James Berry, Professor of Speech, University of Wisconsin. The homecoming football game will also be played at Kirksville on Friday night offering an interesting diversion to the teachers.

Other people on the program for the Northwest Missouri Teachers Association at Maryville include Dr. G. W. Rosenloff of the State Department of Education, Lincoln, Nebraska and an orchestra assembled from the high schools of Northwest Missouri.

Springfield, Cape Girardeau and Rolla are cooperating also in their program of speakers each emphasizing the report of

the State Survey Commission, Dr. Geo. D. Strayer of Teachers College, Columbia University being one of the principle speakers for this purpose. A variety of addresses and entertainments is to be furnished by each of the District Associations such as will appeal to all of the teachers.

One of the most important speakers which these districts are having cooperatively is to be Dr. Lorado Taft noted artist and popular lecturer in the field of art.

All of the District Associations are to be held on the same days.

High Lights in S. W. Mo. District Teachers Association Meeting.

Because of the very important matter of the State Survey Commission and its report, we have secured Dr. George D. Strayer to appear on our program to carry the personal appeal to every teacher and visitor present.

Dr. Lorado Taft will also appear at our meeting to give us a message which will be different from anything else that has been presented before. We feel very fortunate to secure this outstanding lecturer and artist for our meeting.

Dean Schwegler of the University of Kansas will appear on our program in keeping with

the custom of having an outstanding educational leader as one of the speakers.

We shall have a representative from the Missouri Branch of the Congress of the P. T. A. to address that department as well as others in our meeting. Tentative arrangements call for Mrs. Cook, President of the Missouri Branch to be our representative.

Hon. Chas. A. Lee will appear on the program.

N. E. Viles, Supt. Schools, Neosho, will offer us an Arithmetic program.

Forces have been joined with the Rolla and Cape Girardeau Districts to secure jointly the first three named men.

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OFFICERS, DATES AND PLACES OF DISTRICT MEETINGS.

NORTHEAST MISSOURI TEACHERS ASSOCIATION, KIRKSVILLE, OCTOBER 23-25, 1930

General Officers

President—Mrs. Anna L. Swartz, Supt. of Schools, Edina
 First Vice-President—Miss Marie Cooper, Palmyra
 Second Vice-President—W. M. Gates, LaBelle
 Secy.-Treas.—Dean L. A. Eubank, State Teachers College, Kirksville
Executive Committee
 Stanley Hayden—Kahoka
 Esther Oschmer—Unionville
 J. H. Neville—Kirksville
 A. S. Hill—Unionville

CENTRAL MISSOURI TEACHERS ASSOCIATION, WARRENSBURGH, OCTOBER 23-24, 1930

General Officers

President—L. F. Blackburn, Supt. of Schools, Independence
 First Vice-President—Orville Withrow, Collins
 Managing Secretary—Fred W. Urban, State Teachers College, Warrensburg
 Secretary—Miss Lois Faris, Marshall
 Treasurer—G. E. Hoover, Warrensburg
Executive Committee

Composed of above officers

SOUTHEAST MISSOURI TEACHERS ASSOCIATION, CAPE GIRARDEAU, OCTOBER 23-25, 1930

General Officers

President—G. M. Cozean, Supt. of Schools, Fredericktown
 First Vice-President—Wesley Deneke, Morehouse
 Second Vice-President—Alma Schrader, Cape Girardeau
 Secretary-Treasurer—L. H. Strunk, Cape Girardeau

Executive Committee

C. E. Burton—Piedmont
 E. T. Foard—Doniphan
 A. C. Magill—Cape Girardeau

SOUTHWEST MISSOURI TEACHERS ASSOCIATION, SPRINGFIELD, OCTOBER 23-25, 1930

General Officers

President—L. O. Little, Supt. of Schools, Bolivar
 First Vice-President—Roy Scantlin, Neosho
 Second Vice-President—Mrs. Effie Blickensderfer, Houston
 Secretary—Alfred N. Weiser, Morrisville
Executive Committee
 C. E. Evans—Monett
 Howard Butcher—Pierce City
 N. E. Viles—Neosho
 Miles Elliff—Aurora
 L. O. Little (Ex Officio)—Bolivar
 Alfred N. Weiser (Exec. Secy.)—Morrisville
NORTHWEST MISSOURI TEACHERS ASSOCIATION, MARYVILLE, OCTOBER 23-24, 1930

General Officers

President—J. M. Broadbent, Supt. of Schools, Martinsville
 First Vice-President—Harry Thomas, Mayville
 Second Vice-President—Eugene Allison, Plattsburg
 Third Vice-President—Jessie Murphy, Grant City
 Secretary—A. H. Cooper, Maryville
 Treasurer—Hubert Garrett, Burlington Junction

SOUTH CENTRAL MISSOURI TEACHERS ASSOCIATION, ROLLA, OCTOBER 23-25, 1930

General Officers

President—Supt. W. T. Leezy, Pacific
 First Vice-President—Tom Shelton, Vienna
 Second Vice-President—J. C. Underwood, Waynesville
 Secy.-Treas.—B. P. Lewis, Rolla
Executive Committee
 Supt. J. F. Hodge—St. James
 Supt. J. H. Brand—Steelville
 Miss Jessie Via—Rolla
 Mrs. Lucille Marsh—Steelville

EDUCATION IN THE SPIRIT OF LIFE.

Education is life. This statement of the philosopher, which seemed so radical when first uttered, is not generally accepted. American education is engaged in the process of putting the ideal into practice. As we would have life, so must education be.

Life is idealistic: education must aim high.

Life is friendly: education must develop a social spirit.

Life is dynamic: education must move forward aggressively.

Life is practical: education must be efficient.

Life is recreative: education must train for leisure.

Life is progressive: education must adjust itself to new needs.

Life is cooperative: education must itself cooperate.

Supt. Frank Cody, Detroit.

THE JANITORIAL SITUATION—PRESENT AND PROSPECTIVE

Stephen Blackhurst

EXT TO THE principal, the school janitor is the most important school official. So admit many educational authorities including Cubberly, Dresslar, Terman, and others. One educational leader puts it thus: "If there is anything more important than the selection of teachers, it is the selection of janitors." On the other hand, there are those who consider the janitor only a necessary "house-servant". The first group, comparably few in number see in the office of school janitor, or school engineer, a vocation; the second group, representing a much larger number, see in it only a "job". And it is this latter attitude that makes for a definite hindrance to a hasty increase in janitorial-engineering efficiency.

As far back as twenty years ago it was submitted that in consideration of the im-

portance of the janitor, he should be given special training, and his educational status should be raised. Since then, almost every article on the subject of school janitorship has substantiated either by inference or by direct statement, the idea of vocationalizing the school janitorship. So the idea of elevating the school janitorship is not new, yet somehow it has at no time been popularly received. Scores of other administrative and educational ideas have been initiated, and have been developed to the point either of evident practicability or unpracticability. Not so with the question of janitor training. It is still talked about, some positive things have been done about it, but the idea of technical training and professional respectability is not generally accepted as a practical educational objective.

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KANSAS CITY, MO.

Why this attitude? One underlying reason is found in the name itself. The term "janitor" carries with it an unfortunate connotation,—feather dusters, tobacco quid, uncouthness, ignorance, inefficiency, etc. Not that all janitors are that way, indeed a very large number are not; but admit it or not, the term "janitor" does suggest those things to a very large number of persons. First of all, it is going to be necessary to get our educational surgeons to operate on our professional vernacular, and cut out the terminology of "janitor," just as was done in the St. Louis schools, and for the same reason. It may be a serious operation, but if the patient is to become a healthy, vibrant personality, the operation must be performed. What term shall be substituted is not important so long as it is made to mean to the onlooking public, cleanliness, skill, efficiency, and professional respectability.

Again, the janitor himself must see the work in its real significance. It will be impossible for the present janitorial personnel throughout the land to pull itself up by its own bootstraps. The situation

will demand the gradual elimination of the present janitor force, and in its place must come a new army of school officials imbued with the idea that they are not only to make a dignified livelihood, but that they are to render a very specialized form of educational service. They must take their places socially and professionally with the teacher, the principal, and other school officials.

But before these things can come to pass, or rather in order that they may come to pass, educational agencies must assume an aggressive attitude towards the problem. Sufficient surveys of janitorial situations have been made that current janitorial practices have become known; and from these practices, certain standards determined. In addition, a few really scientific studies of janitorial problems have been made. A great fund of information valuable to the janitor is now available. However, this information is practically unavailable to janitors at large. And herein lies the responsibility of educational agencies; namely, to make this information generally available, and having



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made it available, to further janitorial efficiency by giving constructive attention to service loads, service costs, salary schedules, etc.

The training of janitors is not so easily secured as the training of teachers. Teachers readily and willingly go to school. However, they had to be induced to do this. Eventually janitors will go to school, but not in large numbers for some time to come. But if "Mahomet will not come to the mountain, then the mountain must go to Mahomet." Just so, educational agencies must not wait for the janitor to come to them. They must provide training for the janitor where he is. In the larger cities this has been satisfactorily demonstrated. In the smaller places, the problem is more difficult. But difficult as it is, some progress has been made in this direction.

As a starting point, the "key" janitor-engineer,—and most smaller school systems have such an important personage—can be encouraged to attend a janitor school if held within reasonable distance from his home. Such schools have been satisfactorily organized and satisfactorily conducted. This key janitor after attending one or

more sessions of this school, and having the support of local administrative officials, can do much to make available to other janitors those worth while practices with which he himself has become familiar. He can do much towards raising the standards of janitorial service in his own school system.

Eventually State Departments of Education will take up the matter, and through regulations and standard requirements in janitorial service, will "follow up" the efforts put forth by janitor training schools.

In spite of the fact that janitor training has been talked of for twenty years or more, and that this prolonged discussion has resulted in some definite activities, the whole project is nevertheless in its infancy. But another decade will witness unbelievable transformation in the status of janitorial-engineering service. Modern educational thought has reached a point where it will find it illogical to attempt further progress without picking up the matter of janitorial efficiency and developing it in consistent proportions with other educational practices.

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1930 Edition—LENNES Test and Practice Sheets in Arithmetic. N. J. Lennes, Head of the Department of Mathematics in the University of Montana. Grades 1-8.

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NEWS NOTES

CITY SUPERINTENDENT MAKES STUDY OF PRESENT PLACE OF RESIDENCE OF HIGH SCHOOL GRADUATES

Superintendent C. J. Burger for the past seven or eight years superintendent of schools of Huntsville, Missouri and now of Washington, Missouri recently made a study of the present place of residence of former graduates of Huntsville high school. Mr. Burger's study and findings have a bearing upon the subject of state support for education, because this rather complete analysis shows that most of the money spent for education in Huntsville over the period studied was for the benefit of other communities in which the educated child was to use the product of education furnished by Huntsville.

The figures showed that from 1890 to 1899 only one-third of the graduates of the school continued to live for any length of time in the district after graduation. Of those who graduated between 1916 and 1925 more than 70% have left the district in which they were educated.

In commenting upon the situation Mr. Burger says, "If this condition were confined to Huntsville alone, it would not be sufficient cause to ask for state support for education. The facts brought out by other similar studies have all revealed the same truth; namely, the districts which pay the cost of educating their children do not retain a very high percent of them after graduation, except those districts made up of the large cities of the state. Since the graduates of our schools are constantly seeking new locations, it is no more than fair to assume that the state should assume a much larger share of the support of education than it now does."

Mr. Burger also points out that Huntsville during the period covered by his study has been a city of stable population not varying more than 250 since the census of 1890.

State legislatures which are congratulating themselves upon their liberality because the State pays half of the cost of the education in poverty-stricken districts may be surprised to know that it should contribute as high as ninety percent of the cost of education in such communities. Equalization does not demand taxation of the rich for the poor; it does, however, demand that the geographically unfortunate district shall be aided to give its children a fair degree of educational opportunity. Equalization does demand that the state shall develop a plan of support that will cause the burden of the state's minimum program to fall upon the people in all localities in direct proportion to their ability to pay taxes.

"The other use of state funds, the encourag-

ing of localities to progress, is one of the most unique aspects of American education. It is the principle that the state shall, after providing for a satisfactory minimum program, encourage the localities to exceed the minimum program in their educational offering. What a farce it is to talk of encouraging the district with limited wealth to offer a more adequate program when every ounce of its efforts is already used to meet the state's minimum requirements."

Professor A. F. Elzea who for several years was connected with the State Department of Education and later with the State Teachers College at Kirksville has accepted a position with the Culver-Stockton College at Canton, Missouri. Mr. Elzea will be director of extension and community service, a new position in the Culver-Stockton College.

Monroe County is to carry on this year a testing program for its rural schools. County Superintendent Mrs. Julia C. Mason will have about sixty of her rural teachers cooperating with her in applying diagnostic tests and doing remedial work in arithmetic.

PUBLIC SCHOOLS GAIN

Enormous increase in public school enrollment in the United States compared with the small increase in that of private schools indicates the confidence of the people in the facilities and opportunities afforded by the tax-supported institutions, stated David T. Blose, of the United States Office of Education, recently.

The publicly supported institutions, he said, have more funds with which to introduce a variety of courses and to offer greater educational facilities attractive to the students.

The American states expended \$63,396,666 on secondary education in 1870, and steadily increased the amount to \$2,184,336,638 in 1928. In 1928 there were 25,179,696 students enrolled in the public elementary and high schools compared with 2,669,661 students enrolled in similar private schools, Mr. Blose pointed out.

Statistics on the growth of students enrolled in the private high schools and academies between 1890 and 1928 were presented as follows: In 1890 there were 94,931 students enrolled; in 1910, there were 117,400; and in 1928, there were 269,249. In public high schools the growth is recorded as follows: In 1870 there were 80,227 students; in 1890, there were 202,963; in 1910, there were 984,677; and in 1928 there were 3,911,279 students enrolled in the public high schools.

Total enrollment in denominational secondary schools in the United States in 1926

was 185,641, and in 1928 arose to 204,787. Enrollment in nonsectarian schools of this character stood at 65,906 in 1895 and had arisen to only 75,662 in 1928. During that same period, the total number of nonsectarian schools decreased from 1,270 to 659.

There were 21,268,417 students enrolled in the public elementary schools of the country in 1928, and 3,911,279 students in the high schools.

HENDRICKS GETS LEAVE FOR TOUR OF ORIENT

Dr. E. L. Hendricks, president of Central Missouri State Teachers College here, was granted leave of absence for the 1930-31 scholastic year by the Board of Regents today to accompany a research expedition of the Rockefeller Foundation to the Orient.

Dean W. E. Morrow was appointed acting president and Miss Ina Smith, who was graduated from the college in 1925 and later served as principal of the Las Animas, Colo., High School, will act as dean of the faculty.

Dr. Hendricks and his wife will tour China, Japan and India with the expedition of the Institute of Social and Religious Research, which will investigate educational work done by missionaries.

The college president expects to leave here September 6 to attend a meeting of the research members in New York. The expedition will sail from San Francisco October 18 and will return in about nine months.

—Globe-Democrat.

NATIONAL GEOGRAPHIC RENEWS ITS BULLETIN SERVICE TO TEACHERS

The National Geographic Society of Washington, D. C., publishers of the National Geographic Magazine, will continue as in past years to supply the Weekly Geographic News Bulletin which contains news of geographical changes and events which is the cream of the stream of geographical news that pours into the Society's headquarters daily.

These reports are sent each week for thirty weeks of the school year. Five bulletins accompanied with illustrations and maps go with each issue. Requests for the bulletins should be accompanied by 25c to cover mailing costs for thirty weeks.

OHIOAN LEAVES ESTATE FOR TEACHERS' HOME

An estate which amounts to something over \$270,000 was recently left by an Ohioan for the purpose of founding and maintaining a home for aged women teachers in that state. Secretary F. E. Reynolds of the Ohio Educational Association has been appointed one of the members of the Board of Trustees to administer this fund in the interest of aged women teachers. Mr. Reynolds states that about \$70,000 of it will be used to purchase a home and the remaining two hundred thousand will be used to produce an income for the maintenance of the home.

DO AND LEARN READERS

A First Primer: BOYS AND GIRLS AT SCHOOL

Primer: BOYS AND GIRLS AT WORK AND PLAY

First Reader: OUR FRIENDS AT HOME AND SCHOOL

Second Reader: STORIES OF ANIMALS AND OTHER STORIES

Third Reader: INTERESTING THINGS TO KNOW

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T. Howard M'Queary Dies

T. Howard M'Queary who for the past twenty-four years has been a teacher in the Soldan High School of St. Louis died on July 29th, in the Deaconess Hospital.

Mr. M'Queary had attained prominence as an author having written "The Evolution of Man and Christianity" and "Topics of the Times." He had been educated for the ministry but not agreeing with his church with regard to its attitude toward science he turned to teaching and to social work. In the former his long term of service at Soldan speaks for his success while engaged at the latter he founded Union House Social Settlement in Minneapolis.

Health Workers Modify Views on Weight

New discoveries are constantly forcing modifications in health teaching as in other fields. Dr. J. Mace Andress, editor of the school department in *Hygeia*, calls attention in the August issue to a significant and important change now in progress.

When the new health education got under way after the World War, great effort was made to have children reach an average height and weight. Many children who had tried hard failed to reach these arbitrary points and thus were loaded with a sense of failure. It became apparent that the height-weight tables failed to identify many undernourished children, while some children who were well nourished did not reach the prescribed weight.

Critical evaluation of this procedure after several years has brought out several points that have influenced changes in nutritional work with children. It is now recognized as unscientific and unfair to regard average weight as a goal for all children or for an individual child.

University Extension by Air

New York University will use the airplane in connection with its extension courses this year. On four days each week a plane will leave New York bearing four instructors from the University to cities too far away for convenient train or bus transportation. One of the instructors will be landed in a city and the plane will proceed with the others landing each at his destination. The instructors will give afternoon or evening courses and be picked up in reverse order the next morning and landed in New York in time for a day's work.

The University hopes to demonstrate two values of air transportation by this experiment: first that by this method it will extend its services and influence, secondly that it will demonstrate the feasibility of air transportation for such use so that other institutions may profit thereby.

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students who take the courses. It is predicted that the enterprise will be so successful that the University will, within a short time own and operate a fleet of airplanes for the purpose of carrying on its extension program.

THIRTY-NINTH YEAR OF NORMAL INSTRUCTOR AND PRIMARY PLANS

With justifiable pride, the publishers of *Normal Instructor and Primary Plans* (F. A. Owen Publishing Company, Dansville, N. Y.) call attention to the fact that this leading teachers' magazine is now in its thirty-ninth year; indeed the November 1930 issue will mark the beginning of its fortieth year. During these four decades the name *Normal Instructor* has been one of ever-increasing importance in educational circles, and throughout this period the management has been in the same hands—truly a remarkable record.

Known in all parts of the United States and Canada, and in many foreign countries, for its well-balanced yet progressive editorial policy, *Normal Instructor and Primary Plans* enters a new school with the good will and patronage of thousands of teachers of the primary, intermediate and upper grades, and rural schools.

MISS BELLE POLLARD, Moberly, Missouri, has been appointed Assistant Supervisor of Home Economics Vocational Education, to succeed Miss Rowan E. Elliff.

She is a graduate of Northeast State Teachers' College, Kirksville, and is a Graduate Student, University of Missouri, at present.

Her experience in teaching has extended over both elementary grades and high school. She was one of the superior teachers of Vocational Home Economics in the State, having taught at Cameron, Missouri, during the past three years.

Miss Pollard was the first Itinerant Teacher of Adult Education in Homemaking selected by the State Department of Vocational Education in Missouri. She was most successful in this capacity.

She will begin her work September 1st.

MISS ROWAN E. ELLIFF, Assistant Supervisor, Home Economics, State Department of Vocational Education, for the past two years has resigned and accepted a position in the Teacher Training Department Vocational Education, University of Nebraska.

The teachers and co-workers and friends regret to see Miss Elliff leave Missouri.

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Walter Webb is in charge of the schools at Van Buren this year. Mr. Webb for the past year was superintendent at Rector, Missouri. He has served the schools of Van Buren previously and will be at home in this position. He recently finished work for his degree in the Teachers' College at Cape Girardeau.

Dr. Richard E. Foster formerly director of research for the Ohio Education Association has accepted appointment as Assistant Director of Research for the National Education Association. Dr. Foster is a native of Iowa in which state he served as high school principal and as superintendent of schools.

NEW BOOKS

THE EXTRA CURRICULAR LIBRARY, published by A. S. Barnes and Company. 67 West 44th Street, New York.

This series at present includes ten separate books of about 175 pages each. Five of these recently published are:

Assembly Programs by M. Channing Wagner. It deals with principles, organization, types and suggestions for programs in a clear and stimulating fashion which makes of it a handy guide to high school offices and committees.

Student Publications is a volume by Geo. C. Wells and Wayde H. McCallister and treats such subjects as Organization and Staff, The School Newspaper, The Student Handbook, The Yearbook, Magazine and other publications. Obviously it has a place in high school libraries.

Organization and Administration of Extra

Curricular Activities was written by Supt. Cecil V. Millard of Dearborn, Michigan. It seems to be based on experience and investigation, treating both theory and practice adequately.

Home Rooms is a volume in which Evan E. Evans and Malcom Scott Hallman treat the development, organization, objectives and activities of the homeroom. Most of the book is taken up with comprehensive outlines and descriptions of programs and projects of more than usual merit and with extraordinary organization.

Point Systems and Awards by Edgar C. Johnston is the result of a study and research in this field. The editor of this series, Harold D. Meyer, thinks it the "most extensive and practical study that has been made" in this field.

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FOR TEXTBOOKS

A Critical Study of the Stated Purposes of the Junior College, Doak S. Campbell, published by George Peabody College for Teachers, 1930. The growth of the junior college has truly been marvelous. There are now in the continental area of the United States well over 425 junior colleges; 404 of these junior colleges cooperated with the author. Of this group, 152 were public institutions and 252 were private. Of the public institutions, 24 were controlled directly by the state, 36 by the state and local tax unit, 19 by the local tax unit alone, 73 by the local tax unit and patrons. Of the private institutions, 38 were not run for profit, 59 were proprietary, and 155 denominational as to control and support.

The junior college has grown so rapidly, according to the author, that even the junior college people themselves are not in agreement as to its cardinal purposes. Even in the light of the lack of agreement of purpose the author makes the assertion "that it has definitely taken its place in the scheme of American education."

In light of his study, the author restates the purposes of the junior college as follows:

1. "To place in a secondary school unit by means of a properly integrated curriculum, that training which has hitherto been done by the high school and the first two years of the college.
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W. W. Carpenter.

Survey of College Entrance Credits and College Courses in Music, published February 10, 1930, by National Bureau for the Advancement of Music, New York. Price \$2.00.

This is an investigation which has an important bearing upon the educational relation between the high schools and the colleges. The publication of the book was made possible by a generous appropriation from the Carnegie Corporation.

The particular aspect of the relationship between schools and colleges which is touched upon by the book is the effect upon the high



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school curriculum of the attitude of the various colleges toward music as a subject for entrance and undergraduate study. Of late an increasingly more favorable attitude to music upon the part of a majority of the colleges. Of the 594 institutions tabulated, seventy-six per cent accept music for entrance, while more than three-fourths offer musical instruction.

One challenging statement as to the choice of a college by a musically-minded student is made during the course of the book, as follows: "With all of these facts in mind, what shall we say to the high school student who is intending to go to college? Shall we not let him know that he can obtain recognition for his high school work in music in about eight out of ten colleges, and that for every one of the colleges which does not grant credit in music there is one institution of parallel value which does grant credit? Let us also assure him that if after he enters college he wishes to continue his music study he will find that nine out of ten colleges will allow him to do some music toward his degree."

"This study, therefore, should make it clear that there is every reason for students to include music in their programs because of its high educational value and because of its helping specifically toward the obtaining of a college degree."

This volume is largely devoted to a tabulation of the replies received from 594 institutions. These are arranged alphabetically in tabular form so that a comparative view is easily obtained. There is also a short paragraph for each of the institutions which summarizes what its practices are regarding music.

The chairman of the Research Council, Peter W. Dykema, Professor of Music Education at Teachers College, Columbia University, presents a readable digest of the figures together with comments on some of the significant deductions which may be made. Mr. Dykema points out that the new attitude of the colleges toward music will automatically raise the standard of instruction in the schools. He also points out that the universities strengthen the high school courses when they allow entrance credits for them, as such action gives them the stimulus which comes from a recognition of good work.

Through a geographical analysis of the survey, the book shows that the colleges of the Middle West and of the Far West exhibit a more progressive attitude toward music than do those of the East and South. Twenty-one Missouri Colleges are included in the study all but one of which are reported as giving entrance credit for music.

The preponderance among eastern institutions of such conservative tendencies as to music education is ascribed by Mr. Dykema to the fact that the traditions of restricted credit recognition are much more deeply rooted in that section than in the middle and western parts of the country.

In connection with the publication of the book, the following statement was made by

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C. M. Tremaine, director of the National Bureau for the Advancement of Music: "It is expected that the greatly increased recognition of music by the colleges, as revealed in the survey, will have a very marked effect upon the curriculum of the high schools. The latter is shaped to a great extent by the necessity for giving the students the various subjects in proportion as they will count for college entrance. The survey's revealing of the fact that a large majority of the colleges now allow music for entrance should not only encourage the schools which are already giving music an important place in the curriculum but should lead numerous others to do likewise. Moreover, as a result the musically inclined student who has no intention of going to college will no longer be the goat of the situation created by the colleges' former attitude."

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These books were written by boys and are recounting of experiences in these interesting lands just as boys who had been there would tell them.

There is no question as to either information or interest in these books. They are published by G. P. Putnam's Sons and the New Edition is priced 90 cents each.

THE TEACHING UNIT, A type Study by Douglas Waples and Charles A. Stone. Published by D. Appleton and Company. Price \$2.00.

This is a serious and valuable description of a workable procedure to find the best methods for teaching subject-matter organized by teaching units.

The study is applied to the field of mathematics in the junior high school, but as the title suggests it is a real type study and furnishes a method by which a study and a plan for other subjects may be worked out.

Public School Organization and Administration Syllabus, by Fred Engelhardt, Ginn and Company, 1930

This syllabus is planned for a basic course in public-school administration and supervision. The emphasis in the syllabus is placed on the professional problems of the local school system. This little volume is very well written. It may be used either as a topical outline or as a basis of the problem method of study. A great deal of attention has been given to study-helps for the student and teacher. Among the most valuable of these helps are the objective questions and problems, the topics for investigation, and the pages reserved for notes. This syllabus will be helpful to the student in the field as well as to the resident student.

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